



## Harehills Childrens Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338756
<b>Inspection date</b>	29 November 2006
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Cowper Terrace, Harehills, Leeds, LS9 7BA
<b>Telephone number</b>	0113 247 4334
<b>E-mail</b>	
<b>Registered person</b>	Leeds City Council - Early Years Service
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Harehills Children's Centre is one of 15 children centres in Leeds. It opened in 2006 and operates from a single story building. It is situated in the Harehills area of Leeds. A maximum of 79 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 Monday to Friday with early closure on Wednesdays from 08.00 to 16.00. All children share access to an enclosed outdoor play area.

There are currently 35 children from babies to under five years on roll. Of these, ten receive funding for early years education. Children come from a wide catchment area as well as local and surrounding areas. The nursery support children who speak English as an additional language.

The nursery employs 27 members of staff. Of these, 20, including the managers, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are suitably cared for if they have an accident or become ill, because staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication. The staff clean the tables with disinfectant spray before setting them for lunch. As a result, children are protected from infection.

Children's health is promoted by a wholesome, nutritious and balanced diet. Children in the baby room are supported as they eat; mealtimes are treated as an opportunity to help young children become independent in feeding themselves. For example, a seven month old feels the texture of his cereal as the member of staff feeds him. Children in the toddler room are encouraged to be independent during snack time. They are given a healthy snack of grapes and currents, which are provided in serving bowls. Children access them when they want to. Children in the foundation stage room sit quietly at the table as their meal of mince with rice and vegetables are served. All children enjoy their meals.

Children learn hygiene from an early age, because the staff teach them how to wash their hands before they eat and after using the toilet. In the foundation stage room, children are reminded to rub their hands together after using the soap. Discussion with children show that they have a very good understanding of why they wash their hands. For example, a four-year-old recalls that germs in the tummy make children ill. As a result, children understand simple good health and hygiene practices.

Children take part in regular physical activities. The children in the baby room have a separate garden with a good range of age-appropriate garden toys and equipment available to them. They enjoy their ride on the see saw supported by a member of staff. Children in the toddler room enjoy playing on the wheeled toys, one child pushes his feet along as he moves the car. Another child investigates the petrol cap of the other car. Children enjoy playing in the garden, however, the grass is very wet with muddy patches. A drain protrudes out of the centre of the grass where the muddy patches are. Therefore, hazards in the middle garden are in easy access to children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are effectively cared for in a secure indoor area. For example, the nursery has closed circuit television and the main doors are opened electronically. The play rooms can only be accessed electronically and all visitors sign in and out of the nursery. The nursery is warm and welcoming to parents, staff and children. All play rooms are organised effectively, creating a child-friendly environment which enables children to explore and take risks while being appropriately supervised. Children are provided with age-appropriate toys and equipment in

each play room. These support enjoyable activities that stimulate and challenge them in ways appropriate to their needs. As a result, children enjoy accessing all areas in their room.

Children are suitably safe in the nursery because the staff have a sound understanding of how to keep children safe. For example, appropriate procedures are in place for fire safety and the fire drill has been practiced with the children. However, not all children are aware of these procedures.

Children are safeguarded because the staff have appropriate knowledge of child protection issues. As a result, children are protected because staff have a sound knowledge of child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Babies are effectively supported by staff who talk to them and encourage them to play in all areas of the room. For example, a seven month old child enters the heuristic play area and is supported as he explores the water bubble lamp. Children are happy in their play, as they enter the home corner staff explain what the different items are; they then sit with the children to support their play. The staff in baby room have a good relationship with the children. They have care plans for the children and keep photographic and written records of their development.

Children in the toddler room enjoy a good range of activities. For example, a two year old chooses a book for the staff to read and relaxes on the staff's knee as she listens contentedly to the story. Another child enjoys rolling on her stomach on a large ball, she is supported by a member of staff. Children interact very well with the staff, they listen to what the children say and respond appropriately to their needs. Children have a positive relationship with each other and are settled and happy in the setting.

Children in the foundation stage room happily play with a wide range of activities which support their learning. For example, in the morning a group of mixed ages of children enjoy playing the matching game. Children happily play in the baby clinic, they sit with their baby dolls as the staff explain how to feed them so they will not choke. The children thoroughly enjoy their time in the foundation stage room.

### **Nursery Education**

Children are making satisfactory progress through the stepping stones toward the early learning goals. They are making good progress in physical development and personal social and emotional development. They are making satisfactory progress in all other areas of learning. The children have very good opportunities to use tools for a purpose and do so independently. For example, a four-year-old decides to make her grape last longer, using a small knife she says "I'm cutting it in half." Children enjoy running, they practice balancing on the balancing beams that they have constructed from large bricks. They know how to throw and catch a ball and enjoy squeezing and patting the play dough when they have made it. Children show increasing independence in selecting and carrying out activities. For example, a mixed age group of children play outdoors, they have found a spider; one child makes a spider out of clay and uses plastic

straws for its legs. "I found a real spider" he says, and gets a magnifying glass to put the spider underneath.

Children have good opportunities to mark make, however, the area used for mark making is cluttered, therefore, children do not access this area often. Children communicate well with each other and the staff. They show interest in books and handle them with care. For example, a three-year-old looks at a book in the quiet area, she takes care as she turns the pages. Children are beginning to recognise the letters in their names but opportunities are missed for them to link sounds and letters. There are good opportunities for children to count and most children use mathematical number in play. They recognise shapes, such as a circle and use size language, such as big and little. However, opportunities are missed for calculation.

Children gain an awareness of the cultures and beliefs of others. For example, a three-year-old asks for a Bindi during the Diwali celebration. However, there are limited opportunities for children to show interest in information and communication technology. Children thoroughly enjoy imaginative play and readily explore different media and materials as they stick glitter on the patterns they have created. However, opportunities for children to show interest in the way musical instruments sound is limited.

The quality of teaching and learning is satisfactory. The staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. The learning environment and programme of activities is planned to provide a broad and balanced range of activities and experiences across the six areas of learning. The teaching of different areas interests children and help them to become focused for good periods of time. However, throughout the day opportunities are missed for children to show what they know and can do in relation to the stepping stones.

Assessments are accessible to the parents but do not give a clear picture of the children's progress in relation to the stepping stones. For example, some observations are not effectively linked to the appropriate area of learning.

### **Helping children make a positive contribution**

The provision is good.

Parents are provided with very good information about the provision and are informed about their child's progress through discussion and written records. Children and parents with English as an additional language are very well supported. The nursery has interpreters readily available if needed; as well as staff who can communicate with the children and their parents in their mother tongue. As a result, children are effectively cared for by staff, because they work with their parents to meet their individual needs and ensure they are fully included in the setting. Effective arrangements are in place to care for children with learning difficulties or disabilities. For example, the nursery has wheel chair access and toilets for people who are disabled. There is a special needs co-ordinator in place and the staff are aware of the policy.

Children have a good sense of belonging they are confidence and competent in their surroundings. For example, children in the baby room have a growing awareness of self, because resources reflect their culture and race. Children in the toddler room access all areas

independently. They have very good opportunities to explore and investigate their area and show keen interest in the mini beast found. The children learn about different festivals, and the staff employed positively reflect the diversity of the local community.

Children are well behaved because the staff manage children's behaviour in a way that is appropriate to each child's age and stage of development. They make sure that children are not bored or frustrated, but are busy and contented. As a result, children learn to respond to appropriate expectations for their behaviour. The children's spiritual, moral, social and cultural development is appropriately fostered.

The quality of partnership with parents is good. The parents are encouraged to be involved in their child's learning in a meaningful way. They are asked about their child's attainment on entry and are aware of the themes for the nursery. Parents are encouraged to write in their child's profiles in the space allocated for them. They receive news letters and are aware of the open door policy to discuss their child's development.

### **Organisation**

The organisation is good.

The nursery has excellent recruitment and vetting procedures. All staff and volunteers are vetted. If gaps cannot be explained in their work history the candidate will not be selected for interview. New starters have stringent induction programmes to include council training regarding safety. The staff have a clear sense of purpose and commitment to continual improvement and staff have attended relevant training courses and workshops to improve their knowledge. As a result, children are protected and cared for by staff with knowledge and understanding of child development.

The staff are very well deployed and make good use of space and other resources, so that children are well cared for and supported during their time at the nursery. The adult:child ratio positively supports children's care, learning and play.

All policies and procedures are in place, and work in practice, to promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

The quality of leadership and management is good. The leaders have a clear vision for nursery education and a strong focus on the personal development and achievement of all children. The management team effectively motivate staff to build committed teams and act as good role models. For example, A record of any praise given by parents, other staff or management is recorded in the celebrations book. The management team work with a teacher to monitor and evaluate the curriculum and identify strengths and areas for improvement. The provision is effectively monitored and staff meetings, training meetings and management meetings are in place.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure hazards in the middle garden is inaccessible to children and ensure the fire drill is practiced at different times and days so all children will be aware of what to do in case of emergencies.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's profiles so they give a clear picture of children's progress in relation to the stepping stones
- provide opportunities for children to show what they know and can do in relation to the stepping stones
- provide more opportunities for children to link sounds and letters and for children to calculate
- provide more opportunities for children to show interest in information and communication technology and for children to show interest in the way musical instruments sound.

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